



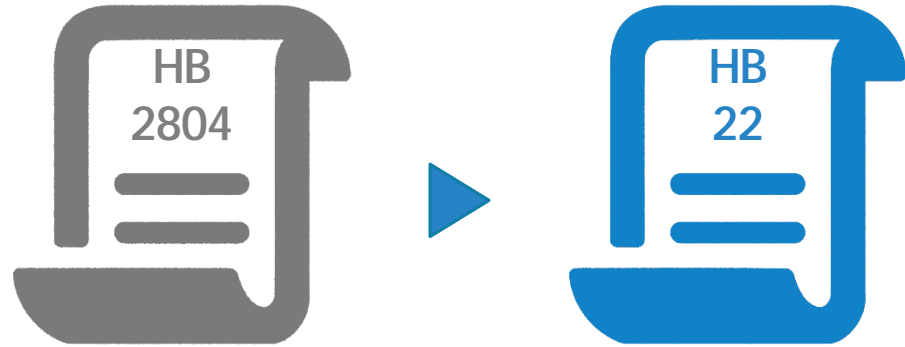
# The Implementation of House Bill 22

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COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM

HEATHER SMALLEY

MICHELE STAHL



## House Bill 22, 85<sup>th</sup> Texas Legislature

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"The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of"

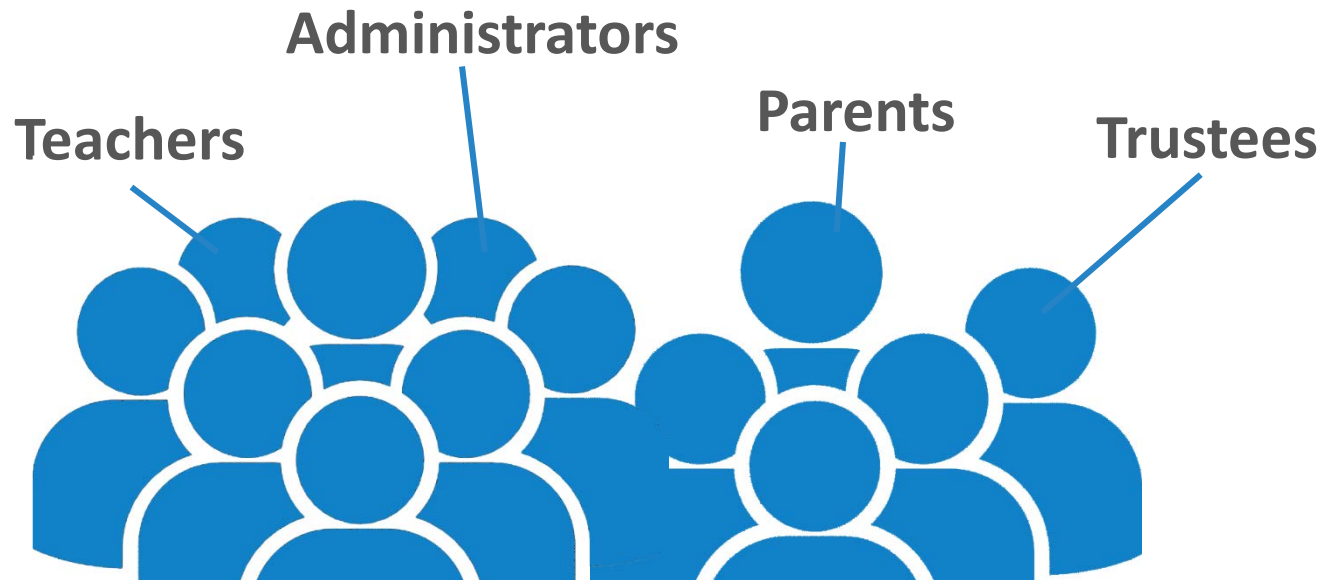
**A**   **B**   **C**   **D**   or   **F**



## House Bill 22, 85<sup>th</sup> Texas Legislature

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“The commissioner shall solicit input statewide from persons . . . , including school district boards of trustees, administrators and teachers employed by school districts, parents of students enrolled in school districts, and other interested stakeholders.”



### Feedback Opportunities

- Will solicit input on the aspects over which commissioner has authority
- Won't solicit input on aspects that are required by statute

# Three Domains: Combining to Calculate Overall Score

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Best of Achievement or Progress

Minimum 30%



Student  
Achievement



School  
Progress



Closing  
The Gaps

## A-F Accountability: New Labels/Grades

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**A** = Exemplary Performance

**B** = Recognized Performance

**C** = Acceptable Performance

**D** = In Need of Improvement

**F** = Unacceptable Performance



# Student Achievement: Performance

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Student  
Achievement



School  
Progress



Closing  
The Gaps

# Student Achievement: Calculating Score



**Texas Higher Education Coordinating Board**  
By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.

Student Achievement  
Score



	All Students
Total Tests	3,212
# Approaches or Above	2,977
# Meets or Above	1,945
# Masters	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Average of 3

$$92.7 + 60.6 + 27.3 / 3 = 60.2$$

# Student Achievement: Calculating Score

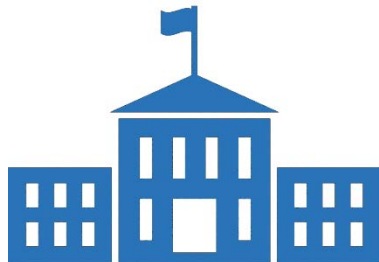
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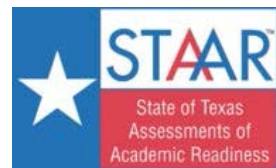
Elementary School



Middle School



High School/District

-  State of Texas Assessments of Academic Readiness
- College, Career, Military Ready (CCMR)
- Graduation Rates

## Feedback Opportunity

Weighting of three high school components



# Student Achievement: CCMR Indicators

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## College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an associate's degree
- Meet standards on a composite of indicators indicating college readiness

## Career Ready

- Earn industry certification
- Be admitted to post-secondary industry certification program

## Military Ready

Enlist in the United States Armed Forces

# Student Achievement: CCMR Indicators

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## Career Ready

- Earn industry certification
  - August 21 To the Administrator Addressed letter
  - 74 Industry-based certifications
  - Collected via PEIMS in Fall 2017 collection (for 2016–17 graduates)
  - Certification list will be reviewed annually
- Be admitted to post-secondary industry certification program
  - Collection and use TBD

# Distinction Designations: CTE-Coherent Sequence

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## Postsecondary Readiness Distinction Designation

Coherent Sequence of CTE Courses will remain an indicator in Distinction Designations

- PEIMS 101 (summer 2017 submission)
- Percentage of 2016–17 annual graduates enrolled in a four-year plan of study to take two or more CTE courses for three or more credits

# School Progress: Growth

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Student  
Achievement



School Progress



Closing  
The Gaps

# School Progress: Two Aspects to Progress

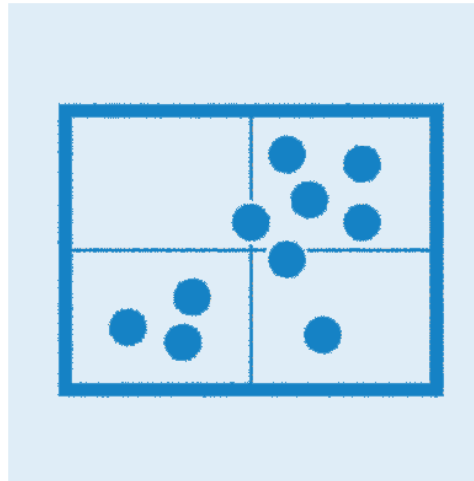
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## Student Growth



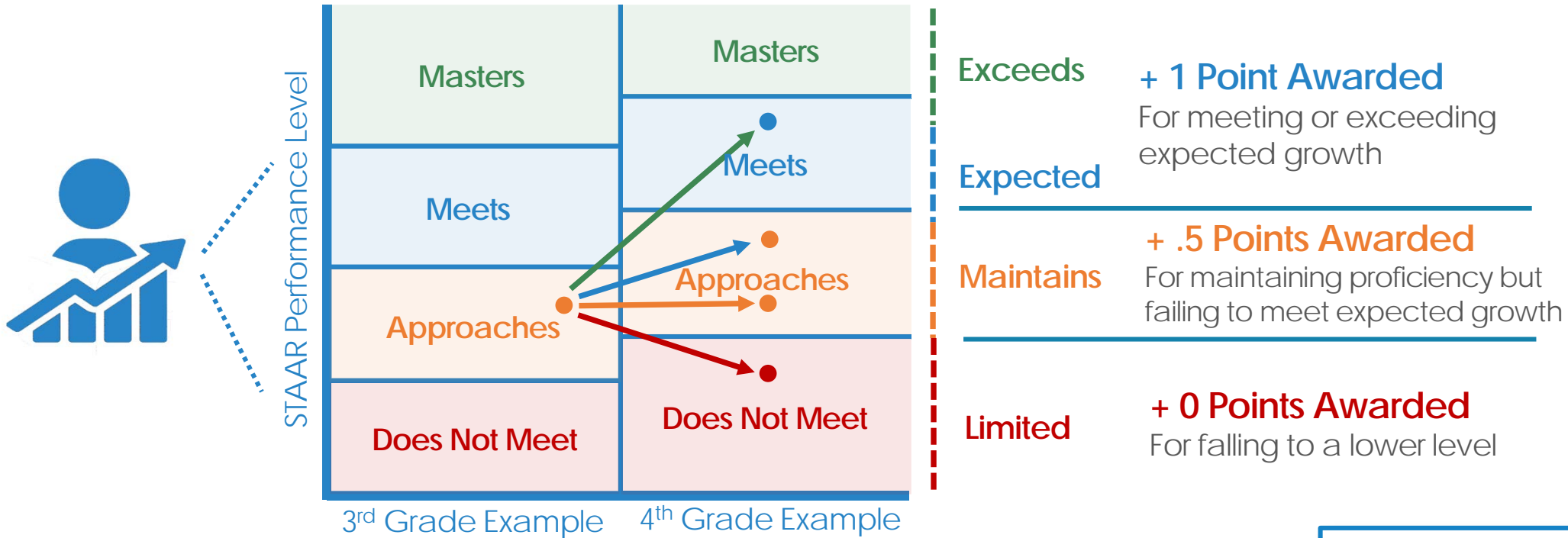
## Relative Performance



### Feedback Opportunities

- Better of the two
- Average of the two
- Greater weight for one of them

# Student Growth: Measuring Advancement



**Feedback Opportunity**

What percent of students should meet growth target to get an A?

# Student Growth: Percent of Students Gaining



		Current Year			
		Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Previous Year	Does Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Meets Grade Level	0 pts	0 pts	1 pt	1 pt
	Masters Grade Level	0 pts	0 pts	0 pts	1 pt

# Student Growth: Percent of Students Gaining



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# Student Growth: Percent of Students Gaining



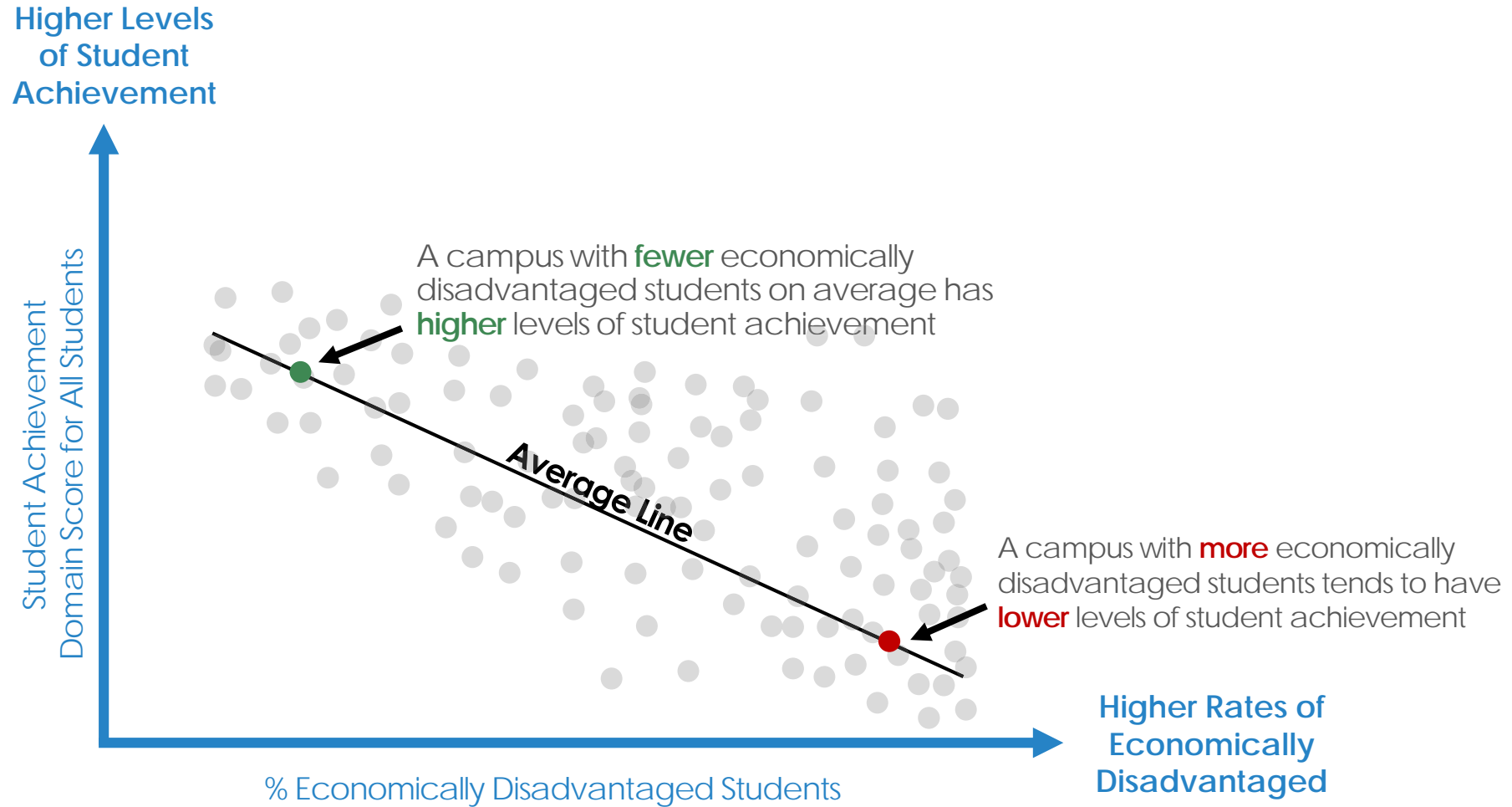
Previous Year		Current Year			
		Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	Does Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
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# Student Growth: Percent of Students Gaining

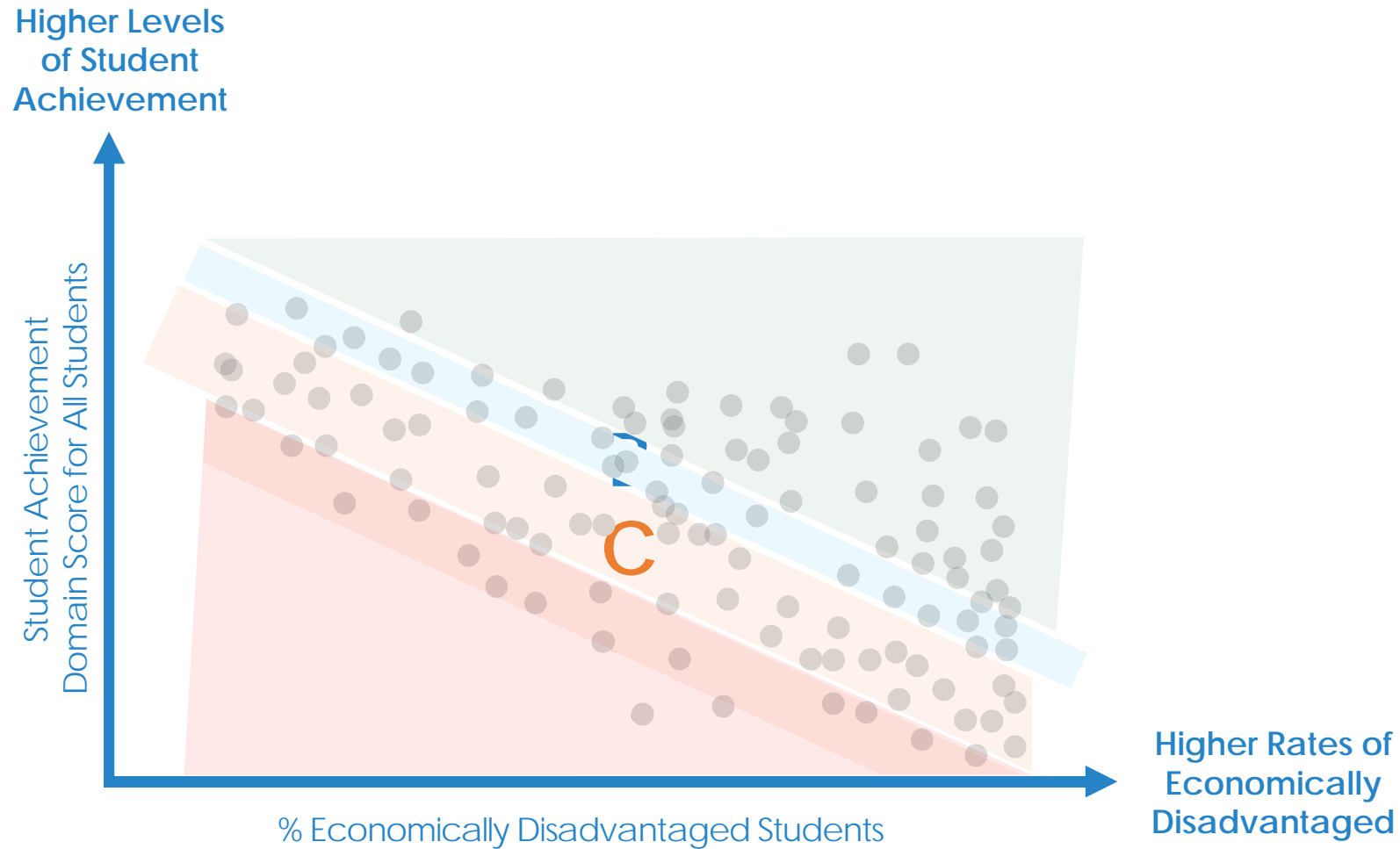


		Current Year			
		Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
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# Relative Performance: Measuring School Progress



# Relative Performance: Measuring School Progress



# Closing the Gaps: Ensuring Educational Equity

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Student  
Achievement



School  
Progress



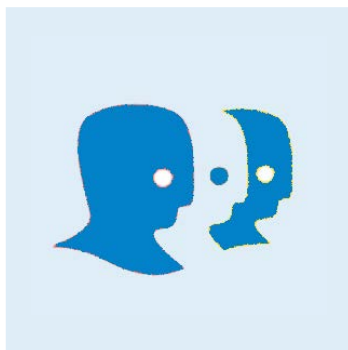
Closing  
The Gaps

# Closing the Gaps: Ensuring Educational Equity

All Students



Race/Ethnicity



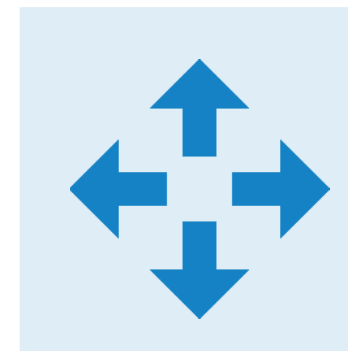
Special Education



English Learners



Continuously Enrolled  
and Mobile Students



# Closing the Gaps: Ensuring Educational Equity

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## Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

## Indicators

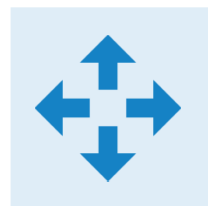
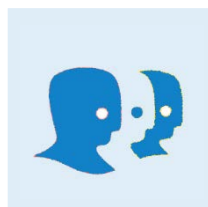
- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

# Closing the Gaps: Ensuring Educational Equity



Subgroup

Achievement Target



% of Subgroups  
that meet target

Overall  
Grade



# Local Accountability Plan:

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## Local Accountability



Student  
Achievement



School  
Progress



Closing  
The Gaps

\*Example



Extra-  
Curricular  
Activities

\*Example



Local  
Assessments

# Local Accountability Plan: Purpose and Requirements

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## Purpose

To allow districts (at their option) to rate campuses using locally developed domains and accountability measures

## Requirements for Districts

- Local plans must include the TEA-assigned three domain performance ratings (at least 50% of the overall rating).
- Locally developed domain and measures must provide for the assignment of A–F grades and be reliable and valid.

## More Requirements for Districts

- Auditable calculations
- Campus score card that can be displayed on TEA's website
- Publicly available explanation of the methodology used to assign ratings
- Plans submitted to TEA for approval

### **Feedback Opportunity**

Volunteer to participate in the pilot program.

# Local Accountability Plan: Getting the Plan Approved

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## Authority

The commissioner has authority to develop the process to approve requests to assign campus performance ratings.

## One Condition

A locally developed accountability system can only be used for campuses not assigned an overall rating of D or F by TEA.

## Requirements for Approval

- The agency determines whether the plan meets the minimum requirements.
- An audit conducted by the agency verifies calculations included in the plan.
- A review panel approves the plan.

### **Feedback Opportunity**

Volunteer to participate in the pilot program.

## New Indicator: Extracurricular/Cocurricular

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### Feasibility Study

- Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
- The commissioner may establish an advisory committee.

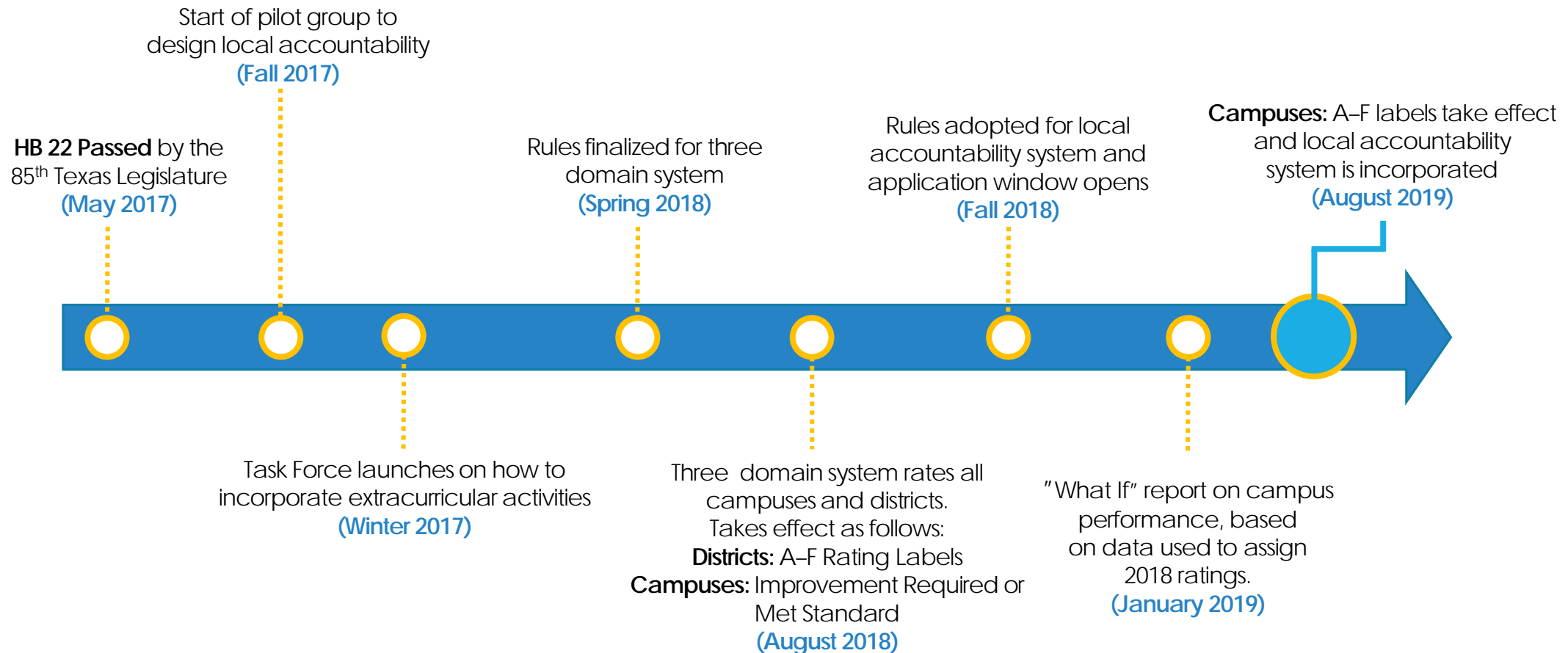
### Report

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.

#### Feedback Opportunities

- Make suggestions for extracurricular or cocurricular indicator
- Volunteer to serve on a committee

# A-F Timeline: Implementation of HB 22





## Feedback

[feedbackAF@tea.texas.gov](mailto:feedbackAF@tea.texas.gov)

## Resources

- <http://tea.texas.gov/A-F>
- <http://tea.texas.gov/accountability>
- [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- (512) 463-9704